Beginning with Fiction

Lesson Preparation

Daily Lesson 1	WORD STUDY		READING	
	TEKS	**Ongoing TEKS**	**TEKS**	**Ongoing TEKS**
	E1.1E		E1.Fig19A	
Key Understandings and **Guiding Questions**	• Understanding new words, concepts, and relationships enhances comprehension and oral and written communication. —Is the dictionary the only thing that brings meaning to a word?		• Readers make connections in order to better understand themselves and the world around them by reading a variety of texts and genres. —What is the value in documenting your road to becoming a better reader? —What does it mean to be an effective reader?	
Vocabulary of Instruction	• Connotation • Denotation		• Reader's Notebook	
Materials	• Dictionary (class set) • Chart paper (if applicable)		• Reader's Notebook (1 per student) • Teacher Reader's Notebook (1) • Chart paper (if applicable)	
Attachments and Resources	• Handout: **Dictionary Scavenger Hunt** (1 per student)		• Handout: **IR Book Page** (1)	
Advance Preparation	1. Prepare to display visuals as appropriate.		1. Prepare to display visuals as appropriate. 2. Each student will need a Reader's Notebook, and the teacher should also have a Teacher Reader's Notebook. The intent of the Teacher Notebook is for teachers to include their own entries to share with students as opportunities arise. The recommendation is for teachers to model or prepare the entries that their students would be expected to do during **Instructional Routines**. However, it would not be feasible to do this for every entry. Prepare accordingly. 3. Establish procedures and expectations for class routines and the Reader's Notebook. 4. Prepare a Reading Record for the Teacher Reader's Notebook to share with students. Draw a table that includes the following titles at the top: "Date," "Title of Book," "Author," "Genre," and "Comments." Complete the Reading Record with texts you have read.	

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		5. This **Instructional Routine** will require writing in front of students. Prepare accordingly. 6. Prepare Anchor Chart: Reader's Toolbox. This chart should have three columns titled: "Before Reading," "During Reading," and "After Reading." Record comprehension strategies in the proper columns as they are introduced over the course of the year. 7. Collect 3-5 "quotes on reading" from the internet or in a favorite resource to share with students.
Background Information	Connotation/connotative meaning - **the emotions or set of associations attached to a word that is implied rather than literal (e.g., feeling *blue*)** Denotation/denotative meaning - **the dictionary definition of a word; the literal or cognitive meaning** Etymology - the origin and history of a word; the study of word derivation	It is important for students to see the teacher not only as an authority on reading, but a model of what good readers do. The Reader's Notebook is a place to record thoughts and reflections on different texts. It is also a place to practice comprehension strategies and to demonstrate a deeper understanding of texts through writing.
Teacher Notes	Students have been taught how to use and access a dictionary in previous grades. In English I, they will continue to hone their skills, understanding connotation and denotation and the etymology of words.	In addition to the texts read as an entire class, students should engage in Independent Reading on a daily basis either in class or outside of class. At the end of the Unit, students will use the strategies they have learned to write about their self-selected texts in Handout: **IR Book Page**.

Instructional Routines

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Duration and **Objective**	Suggested Duration: 10-15 min. Content Objective: Students use a dictionary to confirm the meanings of a word.	Suggested Duration: 35-45 min. Content Objective: Students reflect on themselves as readers in order to prepare for future learning.
Mini Lesson	1. Ask: **How do dictionaries bring meanings to words? How else do readers and writers determine word meanings?** Discuss responses. 2. Explain that effective readers and writers understand how to use a dictionary to support their goals. 3. Display a dictionary entry. Lead a class discussion. Ask: **What is the significance of the layout of a dictionary entry? What does the dictionary tell you about words?** Encourage student participation. Explain the importance of denotation and connotation in determining the meaning of words. Point out that the dictionary provides denotations, while connotations are emotional associations provided for words. Provide examples as appropriate. 4. Divide students into small groups and distribute Handout: **Dictionary Scavenger Hunt**.	1. Ask: **What does it mean to be an effective reader?** Allow time for discussion and reflection to better understand students' understanding of the reading process. 2. Explain that effective readers read often and that, over the course of the year, they will read a variety of texts from different genres and time periods. While they read, students will learn strategies that will help them read and better understand the world around them. 3. Introduce the Teacher Reader's Notebook. Display your personal Reading Record and share it with students. Model how you are a reader of a variety of genres and texts. 4. Instruct students to copy the table and set up their own Reading Records in their Reader's Notebook. 5. Explain to students that they will read multiple texts in class, but they will also be responsible for reading an independent text per unit. All texts read will be recorded on the Reading Record. Independent Reading will be assessed with Handout: **IR Book Page** to be completed at the end of the Unit. Display a copy of Handout: **IR Book Page**. Explain that it will assess the skills and strategies students learn throughout the Unit. 6. Explain that effective readers write about their reading. Explain to students that they will record their thoughts, reflections, questions, and connections to the texts they are reading. Ask: **Why might this be helpful when you are reading?** Discuss responses. 7. Explain that effective readers use strategies to better understand

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		the texts they are reading. Explain to students that they will take notes on strategies and skills that will help them be better readers. Refer to Anchor Chart: Reader's Toolbox, and explain how the strategies taught will be posted as a reminder for students. Ask: **What types of strategies do you think will go in this area?** Discuss responses. 8. Explain that the entries in the Reader's Notebook will be one of the Performance Indicators assessed at the end of the unit. Explain expectations. 9. Display the selected quotes on reading. Choose one of the quotes and model writing a response in the Teacher Reader's Notebook.
Learning Applications	1. Students complete Handout: **Dictionary Scavenger Hunt**. 2. Monitor students as they work in small groups to ensure understanding.	1. Students select one of the quotes on reading and write a short reflection entry in the Reader's Notebook. 2. Group students by the quotes they have chosen. For example, if the students have selected quote #1, instruct them to gather in one corner of the room. 3. Students discuss the quote and share their reflections.
Closure	1. Students share findings and questions in whole group. 2. Ask: **Which professions use a dictionary? When would be the most ideal time to have a dictionary handy?** Discuss responses.	1. Student groups summarize discussions and share with the class. 2. Ask: **What is the value in documenting your road to becoming a better reader?** Discuss responses.